

Text Dependent Analysis Scoring Rubric

| 4 – Demonstrates effective analysis of text and skillful writing | 3 – Demonstrates adequate analysis of text and appropriate writing | 2 – Demonstrates limited analysis of text and inconsistent writing | 1 – Demonstrates minimal analysis of text and inadequate writing |
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| <ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text • Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion • Thorough analysis based on explicit and implicit meanings from the text to support claims, opinions, and ideas • Substantial, accurate, and direct reference to the text using an effective combination of details, examples, quotes, and/or facts • Substantial reference to the main ideas and relevant key details of the text • Skillful use of transitions to link ideas within categories of textual and supporting information • Effective use of precise language and domain-specific vocabulary drawn from the text • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning | <ul style="list-style-type: none"> • Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text • Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion • Clear analysis based on explicit and implicit meanings from the text to support claims, opinions, and ideas • Sufficient, accurate, and direct reference to the text using an appropriate combination details, examples, quotes, and/or facts • Sufficient reference to the main ideas and relevant key details of the text • Appropriate use of transitions to link ideas within categories of textual and supporting information • Appropriate use of precise language and domain-specific vocabulary drawn from the text • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning | <ul style="list-style-type: none"> • Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion • Inconsistent analysis based on explicit and/or implicit meanings from the text that ineffectively supports claims, opinions, and ideas • Limited and/or vague reference to the text using some details, examples, quotes, and/or facts • Limited reference to the main ideas and relevant details of the text • Limited use of transitions to link ideas within categories of textual and supporting information • Inconsistent use of precise language and domain-specific vocabulary drawn from the text • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning | <ul style="list-style-type: none"> • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text • Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion • Minimal analysis based on the text that may or may not support claims, opinions, and ideas • Insufficient reference to the text using few details, examples, quotes, and/or facts • Minimal reference to the main ideas and relevant details of the text • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning |